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ABSTRACT

Performance based teacher education (PBTE) and multicultural education are emerging as viable and compatible strategies for preparing school personnel. The American Association of Colleges for Teacher Education (AACTE) has provided national leadership in the study and encouragement of PBTE and multicultural education. AACTE faces many problems as it contemplates the future of multicultural or intercultural education. First there is the problem of encouraging people to view diversity as a positive factor in society. Also, there are too many people who refuse to accept, to admit, and/or to include the nature of cultural differences as a way of life. Another problem in implementing such a program is eliminating the present narrow view regarding multicultural education. The concerns of multicultural education are of growing importance to America's society at large, and they should be treated as such. The very nature of PBTE lends itself to enhancing goals of multicultural education. The capabilities of PBTE and multicultural education must be synthesized in a comprehensive program which is applicable both individually and collectively to our multicultural youth. To begin incorporating the ideals and ideas of intercultural education would not only give new (and much needed) direction to American education, but would also enhance America's future. (RC)

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UTILIZING COMPETENCY BASED TEACHER EDUCATION AS A MEAN FOR FACILITATING CULTURAL PLURALISM IN AMERICAN SCHOOLS

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INTRODUCTION

As an alternative to both more traditional procedures for school personnel preparation and other contemporary thrusts in teacher education, performance based teacher education is now being explored in depth as a more viable means of preparing teachers for more effective teaching. At the same time there is the recognition that school personnel have to be prepared or retrained to deal more effectively with the educational aspirations and expectations of America's diverse ethnic, racial and religious groups. These are aspirations now being articulated by various citizens, students and vested interest groups and merit the response of the educational community. As a result, performance or competency based teacher education and multicultural education are emerging as viable and compatable strategies for preparing school personnel.

The nation's institutions of higher education help continually to improve educational opportunities through effective school personnel preparation. The improvement of the state-of-the-art of teacher education is a challenge for each institution. A genius of American society, however, is the way that national voluntary private professional associations have evolved to generate a collective strength and capability not available within any one institution. The American Association of Colleges for Teacher Education (AACTE) acts as a synergistic force for developments in school personnel preparation. The AACTE, with more than a half-century of productive efforts, acts as a conceptualizer of societal purpose, a catalyst for action and as a center for information collection and dissemination. It is in performing these roles that AACTE has come to support the utilization of performance or competency based teacher education as a vehicle for achieving multicultural education competency and/or proficiency on the part of every classroom teacher.

BACKGROUND FOR CBTE/PBTE

Teacher educators have long recognized that teaching performance as measured by student achievement is the ultimate measure of successful teaching. Societal conditions in the 1960's stimulated leaders in the teacher education profession to begin to examine ways that a systems approach might be applied to school personnel preparation to identify performance categories and criteria. Once these ways were found, efforts were then made to restructure teacher education programs to apply this new approach through both campus based and field based preparation programs.[2]

By the early 1970's, two major thrusts for preparing teachers were accepted: (a) experientially based teacher education and (b) competency based teacher education. Those who argued for the former saw school classrooms and practitioners as ideal training sites and trainers and advocated the almost total removal of teacher education from colleges and universities. In contrast, those who advocated PBTE began to explore and experiment with the concept of performance as a means for preparing more competent school personnel.

In contrast to traditional teacher eduation, which was premised on the satisfactory completion of a sequence of readings, lectures and seminars in theory and methods, and a brief in-school student teaching experience, the advocates of PBTE stated that program goals were to be specified and agreed to in rigorous detail in advance of instruction. Instruction was to occur in a variety of settings using numerous protocol materials, and assessment was to be on the basis of a student's ability to promote desirable learning or exhibit behaviors known to promote it. In their pre-service program they were to be held accountable, not for passing grades, but for attaining a given level

of competency in performing the essential tasks of teaching; in turn, the SCDE was to be held accountable for producing able teachers by its clients.[3]

In connection with its commitment to improve the quality of teacher education, AACTE has provided national leadership, since 19[illegible], in analyzing and further conceptualizing Performance Based Teacher Education. It has asserted in various publications, designed to expand the knowledge base about the issues, problems, and prospects regarding PBTE. Since the beginning of this involvement, the AACTE has had these views articulated in a series of monographs - only a few of which were endorsed by AACTE's Committee on PBTE or its Board of Directors. To date, the series totals sixteen monographs.

The sixteenth and most recent publication (monograph) entitled, "Achieving the Potential of PBTE: Recommendations", was the second in the series to receive endorsement from the Committee. It attempted to give some direction to the performance based approach to teacher education by: (a) further clarifying key concepts and terminology, (b) calling attention to significant potentialities and possible pitfalls of this approach, and (c) suggesting some specific steps to maximize the attainment of the potentialities and avoid the pitfalls.

The monographs are a series of observations and recommendations. They are more of a commentary rather than a definitive treatment of the subject. They also reflect the modifications in the Committee's thinking since the publication of the first monograph on the State of the Art.

This effort to promote competency based or performance based teacher education has occurred as a result of mutual cooperation between the profession represented by its professional association, the AACTE - and the federal

bureaucracy - represented by the Bureau of Educational Personnel Development. The precedent for federal initiatives in teacher education evolved from the institutes for teachers established under NDEA and through the auspices of the NSF and came in 1967 in the form of the Education Professions Development Act (EPDA) - which encompassed both new programs and already operating programs, notably the Teacher Corps. Don Davies, then deputy commissioner for renewal in the Office of Education, has written that there were two central themes in the way he attempted to administer EPDA. The first of these was to improve the educational services for children - particularly those who were poor, children of racial and ethnic minorities and children who were physically or mentally handicapped. The second was to improve personnel development programs through emphasis on both greater experiential involvement and greater concern for citizen participation in decision-making.[4]

Elam suggests that it was a myriad of such initiatives on the part of BEPD that led to current structural and programmatic changes in school personnel preparation and to the development of performance based or competency based efforts.[5] Certainly one of the most important of these was the issuance in October 1967 of a request by USOE for the development of proposals on educational specifications for comprehensive undergraduate and inservice teacher education programs for elementary teachers. Nine of the submitted proposals were funded and inherent in them are the basic concepts and premises for performance based teacher education. Bruce Joyce in describing the "Teacher Innovator" program model for Teachers College, Columbia University, talked of a "performance model" which was stated "in terms of kinds of teachers'

behaviors or the kinds of behaviors that enable the teacher to function as an educator." There are those in the profession who point to that model as the source for much of what eventually evolved.

A parallel series of events was occurring within the AACTE during this same period of time. From 1966 to 1968, AACTE operated an NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. This was a significant professional endeavor which sharpened thinking on necessary programs for minority and/or disadvantaged youth, created valuable school-college community relationships, and generated numerous publications.

The major publication generated by the NDEA Institute Project of the AACTE was Teachers For the Real World[6]. The text provided an understanding of the total process for preparing school personnel for the disadvantaged and for an overall conceptualization of what should be done in effective pre and in-service teacher education. On the one hand it argued:

> American society is a mixture of national origins and social classes. In some schools as many as fifty nationalities are represented in the pupil body. Because of local conditions and pressures to integrate the schools, children of the poor and the wealthy, the illiterate and the educated, are sometimes found in the same school, But in the inner city the Negroes and the Puerto Ricans are forced by circumstance to live off by themselves, and thus their children attend schools in which there is less variation of cultural background and wealth. The same observation can be made about the children who live in rural poverty, or in Mexican communities, or on Indian reservations. Such variety among communities and pupils demands that all educational personnel be prepared to cope with problems arising from all kinds of social circumstances.
>
> Even where the children come from apparently similar social and racial situations, as in suburbia or the black ghettoes, a teacher ought to have a broad background, not only better to understand a

> child's situation but to direct him in his search for broader experiences.
>
> ...But instead of preparing teachers to be at ease with children of any social origin, the colleges are typically preparing teachers for children who are much like themselves. Even for these the preparation is inadequate, since these children themselves are stunted if they are not helped to understand other kinds of people. Awareness of this significant discovery has vinally led federal, state, and local authorities to emphasize the preparation of teachers for those children who come from a multiplicity of racial, ethnic and economic circumstances.[7]

On the other hand, the text, Teachers For the Real World, argued for a systematized approach to teacher education and went so far as to identify ten "minimal abilities" which a program of teacher education should develop within prospective teachers. It was this text, more than any other single event which laid the basis for the involvement of the Association in both PBTE and Multicultural Education (MCE).[8]

BACKGROUND FOR MULTICULTURAL EDUCATION

Parallel to the cry for a change in teacher preparation, the exigent need to address multicultural education became evident. During the last century, schools in the United States were assumed to be responsible for integrating and amalgamating diverse ethnic national and racial peoples into an American people sharing common ideas and ideals. Historically, then, schools were seen as the catalyst for achieving a "melted pot." Juxtaposed to these efforts were schooling activities for minorities, ethnic groups, religious groups, the socially deprived (or disadvantaged), etc. These were stop-gap measures designed to reduce tensions, to defuse protest, and to eliminate anticipated community pressures, which were hastily decided upon and inadequately implemented. Textbook illustrations were changed, courses in Black Studies were introduced, etc. The failure of these activities stimulated educators to realize that mere tokenism could not be an effective substitute for a sincere and thorough eval-

uation of the problem and adequate program preparation.

A workable definition of multicultural education would be education which values cultural pluralism;[9] and cultural pluralism which includes a matrix of cultural variants such as language, customs, traditions, beliefs, religions, art, technology, national origin, political persuasion, ethnic heritate, racial identity; sex, age group, socio-economic level, geographical location, and many other characteristics which define and constitute group aggregates.[10] Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity or culturalism pluralism is a "social glue" sufficient to subplant the monoculturalism long believed essential for vibrant and resiliant national societies. This new concept must rely upon schooling for its inculcation and enhancement among the American citizenry.

However, this cannot take place until the diverse contributions and needs of America's peoples are adequately explored and explicitly defined to the end that the concept of multicultural education will be effectively, integrated into the American educational system. For too long, various cultures of our society have existed in isolation from other groups not only geographically, but intellectually, and emotionally as well. The education of children in America has rarely fully incorporated learning experiences which included substantive contributions of all groups in the culture as well as provide interaction with members of other cultures and ethnic backgrounds. This important concern has, in the past, been given little attention and, as a result, the education of all children has suffered.

This is compounded by the fact that the degree to which equal educational opportunity is available to the children and youth of the various cultural groups in American society varies widely. The reasons why this is so are numerous. Many sociologists, economists, political scientists, psychologists, and educators agree that one cause for this social condition is the fact that American teachers are not adequately prepared to work effectively with children and youth from different cultural groups.

AN ASSOCIATION COMMITMENT

The American Association of Colleges for Teacher Education (AACTE) has provided national leadership in the study and encouragement of multicultural education and has asserted in numerous publications and policy statements the need for American education in general and teacher education in particular to "be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives."[11]

This approach can be considered to be universalistic or culturally pluralistic in scope and focus. Such an approach has caused the Association to "reject both assimilation and separation as ultimate goals" and, instead, posit the need for "teachers who are able to work effectively with children regardless of race or social situation, but mindful of what that is in each case."[12] AACTE has endorsed the belief that the differences that exist among the national citizens must be understood and appreciated and that "a culturally pluralistic society will be realized only if there is a healthy interaction among the diverse groups which comprise the nation's citizenry."[13]

In February 1970, the Board of Directors of the American Association of Colleges for Teacher Education appointed a Subcommittee for the establishment of a Commission on Human Rights in Teacher Education. This Subcommittee was to draw up a charge for this Commission and make its recommendations to the Board of Directors.

On May 4, 1970 the Subcommittee submitted its report to the Board of Directors recommending the following:

- That the American Association of Colleges for Teacher Education establish a Commission on Multicultural Education, to serve at the pleasure of the Board of Directors, for the purpose of focusing the resources of its members and the Association itself to meet specific issues of teacher education as they relate to racial and ethnic minorities in the United States. It is anticipated that this Commission will be engaged in bringing all educators and all institutions into a unified effort to better serve the preparation of teachers and thereby the education of all American children.

To meet this charge, it is recommended that the aims and thrust of the Commission encompass the following:

- Provide information, stimulation, and motivation to member institutions, the Board of Directors, and the AACTE committees about multicultural education as a major concern of institutions preparing teachers.

- Encourage member institutions to include in their teacher education programs components aimed at the understanding of the multicultural nature of American life and the strengths of this diversity.

- Facilitate varied cooperative institutional programs designed to promote intercultural understanding.

The AACTE Board of Directors then officially established a Multicultural Education Commission, as an action reflecting its commitment to alleviating social problems through education. The Commission on Multicultural Education, particularly in the aftermath of the Kent State and Jackson State tragedies, was the outgrowth of the Association's long history of involvement in building

a more effective and humane society through the betterment of teacher education.

Through the efforts of this Commission on Multicultural Education (CME), the Association has effectively called for greater attention to the preservation and enhancement of cultural pluralism in teacher education. One of the first major works of the Commission was the development of a definitive statement on multicultural education. The statement, which was adopted officially in November 1972 by the AACTE Board of Directors, was prepared for AACTE, its member institutions, and other institutions of higher education as a guide for addressing the issue of multicultural education. The statement, a product of Commission interaction with a number of higher education institutions and personnel, was presented in the interest of improving the quality of society through an increased social awareness on the part of teachers and teacher educators.

As the text of the multicultural statement was developed, the Commission on Multicultural Education restated their belief that the "No One Model American" (NOMA) concept means that America's citizenry is a unique combination of individual cultures, each of which maintains a valuable cultural resource base. It is to be through this plurality of sub-cultures that a unique American culture can be developed, extended, and enriched. Unlike the "melting pot theory" that arose in the early 1900's with the arrival of hundreds of thousands of immigrants from Eastern and Southern Europe, the NOMA position rejects the notion of cultural assimilation. Rather, it sees cultural pluralism as an appreciation of the existing differences among the nation's population; an appreciation leading toward a heightened awareness of the wholeness of the entire society based on the unique strengths of each of its several parts.

The MCE Commission emphasized further that educational institutions must incorporate the concept of cultural pluralism as a basic quality of the American culture by making it become an integral part of the educational process at every level. To do this, teachers and other school personnel must be prepared in a learning environment where a commitment to multicultural education is evident.

A FUSION OF COMMITMENT

An initial effort to heighten the awareness of teacher education faculty and administrators was in a project jointly developed by the AACTE Commission on Multicultural Education, the PBTE Committee, and members of the AACTE professional staff. The project - Multicultural Education/Competency Based Teacher Education - attempted to explore the potential of CBTE with respect to the preparation of teachers in and for multicultural school settings.

There were two premises on which the project was based: (a) that wide variations existed in the quality of education afforded young people of various cultural and ethnic groupings, and (b) there was inadequate preparation of teachers for accomodating cultural diversity in working with culturally diverse youth in appreciation of culturally diverse sensitivities. It was determined that these were critical problems in American education, and therefore served as justifications for such a project.

A project was devised on the assumptions that: first, there are certain competencies related to cultural diversity that all teachers need to function in any situation, such as helping children and youth understand and appreciate the culturally diverse character of American society; and second, there are unique competencies that are needed by teachers who teach culturally distinct children

and youth. These competencies, it was further assumed, could be classified according to two categories: (a) general competencies applicable to the teaching of all groups, and (b) ethnically specific competencies.

A year-long project was launched; studies were compiled, and future possibilities were outlined. The project culminated in a Writing Conference which brought together highly qualified educators in the areas of both multicultural and performance based teacher education. This Writing Conference convened in Norman, Oklahoma in June, 1974. The Conference participants consisted of position paper writers, writer-editors, and consultants. These persons pooled knowledge from their individual disciplines in an effort to provide substantive input for a proposed manuscript.

That manuscript has recently been published and is entitled; "Multicultural Education Through Competency Based Teacher Education". The AACTE believes that this publication will be an important resource in support of the effort to bring improved educational services to all children and youth. It will hopefully have a continuing impact on the improvement of school personnel preparation.

Performance based teacher education broadly conceived, appears to be one of the most promising strategies for preparing school personnel to meet the needs of students in a culturally pluralistic society. While other teacher training strategies have been unable to cope with the challenge posed by multicultural education, research seems to indicate that PBTE is an approach which can be most effective.

If PBTE is to be used as a strategy for promoting MCE, then PBTE programs must be designed so that teachers are given a broad theoretical and experiential

grounding in the cultures of the children they will teach. This is necessary in order to develop respect for an understanding of and a positive attitude toward their students. Such programs must also be designed to clearly define skills and strategies that will provide prospective teachers with the competencies to instruct culturally diverse children.

PBTE is a model for teacher education with a great deal of potential for facilitating MCE since it emphasizes the development of teacher performances designed to attain goals through individualized instruction. In contrast to experience-based teacher education, the performance goals are specified in detail and agreed upon by both teacher trainee and teacher trainer before instruction begins. Instruction is systematic and presented in modular form with continuous feedback built into it. The trainee paces his own instruction. Flexibility and individualization are characteristic of the program.

The advantages of PBTE are many: it spells out instructional goals. It provides specific rational means for attaining them. It makes demonstrated competency rather than hours of credit the criteria for certification. PBTE is designed to enable a teacher trainee unable to reach established criteria in the actual school setting to gain additional individualized training which insures the desired performance.

PBTE in its present stage, is not fully developed to meet the new emphases on "community specific" and "culture specific" teacher education. However, because of its unique characteristics of individualized training, a program in multicultural education could probably be effectively implemented through the use of PBTE. In constructing such a program, certain basic ideas must be remem-

bered. Multicultural education implies that all students must have the opportunity to explore and select directions for their own personal development. Rather than viewing the aims of education as providing targets to reach, multicultural education seeks to provide avenues which enhance student exploration and choice. Therefore, all teaching tools and the curriculum in such a program should be designed to reflect multicultural concerns.

Effective implementation of multicultural education via PBTE depends upon a recognition of real needs, and relevant programs must be instituted to meet those needs. The many cultural groups comprising American society must be involved in the processes which will insure the educational needs of all children. Ethnic group influences must be brought into multicultural education. Part of the goal of multicultural education must include the preservation of the cultural integrity of all ethnic groups.

Performance based teacher education has been established as a new strategy for effective teaching and is being implemented by many SCDE's and institutions throughout the United States. In the same sense, AACTE is committed to the establishment of MCE as a legitimate area of concentration in school personnel preparation programs. Substantive knowledge is available for a composite study of multicultural education as a whole as well as a study of its contributing cultures.

For multicultural education to become an established area of commitment, certain conditions must however, prevail. There must be some assurance of continuing commitment by both the institutions of higher education and the SCDE's housed within them. There must also be competent personnel within the educational domain capable of providing the philosophy and educational strategy in implementing

educational programs dealing with MCE. Budgetary resources must be allocated to promote this program.

ASPIRATIONS FOR THE FUTURE

As the Association awaits the impact of its latest publication (Multicultural Education through Competency Based Teacher Education), it has begun exploratory efforts to assess the institutions with on-going PBTE programs to determine the over-all effectiveness of and attitudes toward PBTE and their commitment and efforts for MCE. The Association sees the need for an extensive amount of data collection to determine the extent to which this fusion has taken place. To accomplish this, there appears to be the need to:

(1) develop a questionnaire around the identified and delineated teacher competencies developed during the first project phase for making a survey of the views of classroom teachers regarding teacher competencies,

(2) determine the perception of classroom teachers of teacher competencies and recommended procedures for assessment,

(3) derive a tentative weighing scale for teacher competency and the instrument for its assessment,

(4) pilot study the competency assessment and weightings in selected school situations as a beginning effort to determine the validity of the perceptions of teacher competency and the instrument for its assessment,

(5) secure by survey, a composite of the attributes and characteristics of the population to be used in the study. These elements include situation teachers, classroom school systems or institutions and other cultural factors--such as race, national origin, setting, etc, and,

(6) determine the relationships of competency assessment in the pilot study and culturally diverse factors.

More specifically the Association believes it necessary to:

(1) investigate teacher competencies significantly related to teaching effectiveness in culturally diverse situations,

(2) develop and assess degrees of effectiveness for implementing the preparation of educational personnel for multicultural education

effectiveness,

(3) spearhead the development of curriculum and instructional materials from the findings of this research in multicultural education,

(4) identify the colleges and universities engaged in the USOE's Ethnic Heritage Program and begin to compile information about their efforts and disseminate information among them relative to the nature of instructional materials being developed,

(5) identify colleges and universities with programs in multicultural education; secure copies of these programs, compile these in a composite format and derive an empirical model, and

(6) identify professionals with expertise in multicultural education who are involved in multicultural education programs - in compiling a pool of consultants in this area.

Finally, the Association believes that there is the need to assist SCDE's in:

(1) the implementation of multicultural education programs teacher preparation curricula in colleges and universities,

(2) the development and dissemination of curriculum and instructional materials for colleges and universities to work with in schools and communities associated with them,

(3) working with publishers of educational textbooks and materials for the inclusion of multicultural materials for classroom and school usage.

CONCLUSION:

The problems that AACTE can expect as it contemplates the future of its multicultural or intercultural education thrust have already been indirectly mentioned. First, there is the problem of encouraging people to view "diversity" as a positive factor in society. In as much as America is a diverse nation, addressing the many cultural groups and getting each group to acknowledge their differences would pose a problem. There are too many people (including professional educators) who refuse to accept, to admit, and/or to include the nature of cultural differences as a way of life.

On the other hand, diversity (differences) among America's peoples has historically implied inferiority among and within cultural groups. If, through some miracle-working formula, the term "different" (diverse) when applied to cultural groups could be regarded with a sense of dignity instead of its current pejorative connotation, then diversity would not be such a great problem.

Another concern in implementing such a program would be in eliminating the present narrow view regarding multicultural education. MCE must be recognized as education with implications for all teachers and all groups of people. It should not be looked upon as education needed for any one particular ethnic group. MCE must be defined in such broad terms so as to include every aspect of each individual culture. There is still the need to emphasize that the term multicultural is not a euphemism for "disadvantaged," nor is it synonymous to minority group education.

Regardless of the size, location, religious identification and/or racial composition of the group to be addressed, multiculturalism should be a part of all American educational programs. And this points to another important concern: The difficulty of changing or transforming school personnel preparation programs. American teacher education is a vast and complex enterprise - comprising some 1340 institutions of higher education which operate state-accredited school personnel preparation programs - as well as other training institutions which include: (a) the para-professional and pre-professional training programs conducted in the 1200 community and junior colleges, and; (b) the 4500 training complexes and/or teacher centers presently in operation in the United States. When the vast array of professional association training programs , school

district inservice workshops and the efforts of state education agencies are added to just the training function alone then the enormity of the enterprise becomes evident. While change can and frequently does occur from within the training institutions, change in school personnel preparation most often is thought to occur as a result of the efforts of sanctioning and monitoring agencies (e.g., certification and accreditation bodies) and influencing agencies - ranging from the philanthropic foundations to federal educational agencies and professional organizations. Recent efforts to initiate and stimulate change toward the end of transforming school personnel preparation have documented the need for all parties to work cooperatively in this area.

Getting all segments of the professional education community to participate in the planning, implementation and evaluation of this kind of commitment must be considered a difficult task. Locating resources for promoting multiculturalism will not be so great a problem if the need for MCE can be firmly established and an effective plan for achieving its goals through PBTE can be outlined.

The concerns of multicultural education are of growing importance to America's society at large, and they should be treated as such. As has been noted by many educators, our educational institutions traditionally play a major role in shaping the attitude and beliefs of the nation's youth. And if these institutions are to assume the task of preparing our youth for a responsible, adult life, then the concept of multicultural education should become a part of the institution's total commitment and program. To do otherwise would deprive each student of an effective and adequate education. It could also result in negative long-range effects in terms of youth being inadequately prepared to cope with a responsible, multicultural adult society.

The very nature of PBTE lends itself to enhancing the goals of multicultural education. The capabilities of PBTE and MCE must be synthesized in a comprehensive program which is applicable both individually and collectively to our multicultural youth.

In today's changing society, the need for multicultural education is more than evident. To begin incorporating the ideals and ideas of intercultural education would not only give new (and much needed) direction to American education but it would also enhance America's future.

FOOTNOTES

1 Stanley Elam. PBTE: What is the State of the Art? Washington: AACTE, 1971. Pg. 4 (PBTE Monograph Series # 1)

2 Ibid, Pg. 2.

3 Ibid

4 Don Davies. "Reflections on EPDA." Theory into Practice. Volume XIII (June, 1974), No. 3, pp. 210-217.

5 Elam, op cit. pp.2-5.

6 Othanel B. Smith, et al. Teachers For The Real World. Washington: AACTE, 1969.

7 Ibid, pp. 11-12.

8 Smith, op cit. pp.67-80.

9 James A. Kelly, et. al. No One Model American. Washington: AACTE, 1972. Pg. 1.

10 William A. Hunter. "Introduction", Multicultural Education through Performance Based Teacher Education. Washington: AACTE, 1974. Pg. 1.

11 Kelly, op cit. Pg. 2.

12 Smith, op cit. Pg. 13.

13 Kelly, op cit.

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